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HIGHER EDUCATION OF
NEGROES

(A Summary)

By

FRED McCUITION

Executive Agent

COMMITTEE ON APPROVAL OF NEGRO SCHOOLS

SOUTHERN ASSOCIATION
COLLEGES AND SECONDARY SCHOOLS

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COMMITTEE ON APPROVAL OF NEGRO SCHOOLS

H. M. IVY, *Chairman*
J. HENRY HIGHSMITH
THEODORE H. JACK

1933

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HIGHER EDUCATION OF NEGROES*

One of the very interesting chapters in the development of higher education in the South could be written about the Negro colleges. The history of higher education of Negroes covers a period of about seventy years. The first half of the period was characterized by:

- (a) The establishment of a large number of schools.
- (b) The eminence of the private and denominational schools.
- (c) Enrollment in colleges consisted primarily of elementary and secondary students.
- (d) Support was largely from sympathetic individuals and organizations outside the South.

The second half of the period has been characterized by:

- (a) The rapid development of public-supported colleges.
- (b) Substantial growth of the number of college students enrolled and a marked decrease in the number of elementary and secondary students.
- (c) Increased appropriations of public and private funds for higher education.
- (d) Marked improvement in the content offered and in the quality of instruction.
- (e) A tendency to merge and develop colleges in strategic centers.

*The facts given in this summary of conditions in the colleges were furnished by the institutions during the spring of 1932, and from the reports of the colleges to the Southern Association covering the school year 1931-32. Comparative figures were gathered from a number of sources, chief of which were reports from the General Education Board and the Phelps-Stokes Fund.

NEGRO POPULATION
(Federal Census 1930)

	Negro Population	Per Cent of Total	CHANGE DURING TEN YEARS				
			Total Population		Rural Population		
			Gain	Loss	Gain	Loss	
United States.....	11,891,143	9.7	1,428,012				
Alabama.....	944,834	35.7	44,182			27,435	
Arkansas.....	478,463	25.8	6,243			9,327	
Florida.....	431,828	29.4	102,341			12,645	
Georgia.....	1,071,125	36.8		135,240		178,841	
Kentucky.....	226,040	8.6		9,898		21,066	
Louisiana.....	776,326	36.9	76,069		9,019		3,245
Maryland.....	276,379	16.9	31,900				
Mississippi.....	1,009,718	50.2	74,534		39,173		
Missouri.....	223,840	6.2	45,599		9,812		
North Carolina.....	918,647	29.0	155,240		64,168		
Oklahoma.....	172,198	7.2	22,790		2,893		
South Carolina.....	793,681	45.6		71,038		92,903	
Tennessee.....	477,646	18.3	25,888			43,816	
Texas.....	854,964	14.7	113,270		6,814		
Virginia.....	650,165	26.8		39,852		44,119	
District of Columbia.....	132,068	27.1	22,102				
Total.....	9,437,922	24	720,158	256,028	131,879	433,397	
Total 1920.....	8,973,792	26	Net 464,130		Net 131,879	Net 301,518	

A comparison of the Census Reports for 1920-1930 shows a decided migration to the large centers during the decade. Some idea of the extent can be obtained from the growth shown in the following cities:

	<i>Total Negro Population</i>		<i>Increase 1920-1930</i>	<i>Per Cent Increase</i>
	<i>1920</i>	<i>1930</i>		
<i>Southern Cities:</i>				
Atlanta	62,796	90,075	27,279	43
Baltimore	108,322	142,106	33,784	31
Birmingham	70,230	99,077	28,847	41
Dallas	24,023	38,742	14,719	61
Fort Worth	15,896	22,234	6,338	39
Houston	33,960	63,337	29,377	86
Memphis	61,181	96,548	35,367	57
Nashville	35,633	42,836	7,203	20
New Orleans	100,930	129,632	28,702	28
St. Louis	69,854	93,580	23,726	34
Washington, D. C.	109,967	132,069	22,102	21
Total	692,792	950,236	257,444	(Avg.) 37
<i>Northern Cities:</i>				
Boston	16,350	20,574	4,224	26
Chicago	109,458	233,902	124,444	112
Detroit	40,838	120,066	79,228	194
New York	152,467	327,706	175,239	115
Philadelphia	134,229	219,599	85,370	64
Pittsburg	37,725	54,983	17,258	45
Total	491,067	976,830	485,763	(Avg.) 99
15 Southern States and Dis- trict of Columbia	8,937,792	9,437,922	500,130	(Avg.) 5

A study of the dot map and the two population tables reveals many interesting facts, some of which are as follows:

- (a) There are at present 11,891,143 Negroes in the United States, constituting 9.7 per cent of the total population, a net gain of 1,428,012 during the past decade.
- (b) The population of the fifteen Southern states and the District of Columbia is 9,437,922, or 24 per cent of the total, showing a net gain of 500,130 during the decade.
- (c) Eleven Southern states and the District of Columbia show a total population gain of 720,158 during the ten-year period, while four Southern states show a total loss of

256,028. Missouri and the District of Columbia were the only states showing an increase in the per cent of Negro population.

- (d) There were 405 counties showing an increase in the per cent of population during the decade, varying from one county in Maryland to 141 in Texas.
- (e) The total rural population of the fifteen Southern states is 6,129,393. These states show a total rural population gain of 131,879, varying from 2,893 in Oklahoma to 64,168 in North Carolina. Nine states show a total rural loss of 433,397, varying from 3,245 in Maryland to 178,841 in Georgia—a net loss in rural areas of 301,518 for the ten-year period, while the net gain in the urban centers for the same period was 781,117.
- (f) Two significant population movements have been under way during the past decade:
 - 1. A decided movement toward the Southwest, including the territory west of a north-south line between Memphis and New Orleans, comprising West Mississippi, Louisiana, and Texas. The total gain in this territory is 263,873, including 55,000 increased rural population, which is more than 50 per cent of the net increase shown for the whole South. Contrary to general opinion, Mississippi shows a total gain of 74,534, including 39,173 increased rural population.
 - 2. A marked movement toward the large industrial centers of the North and East. Increases shown in six cities amount to a total of 485,763, which is approximately 20,000 more than the total increase for the entire South. The per cent of increase in these cities during the decade averages 99, ranging from 26 in Boston to 194 in Detroit, as compared with 37 per cent increase in the eleven largest cities in the South. The three largest Negro city centers in the United States at present are New York with 327,706, Chicago with 233,902, and Philadelphia with 219,599.
- (g) The eleven largest cities in the South show a total increased Negro population of 257,444, an average of 37 per cent during the decade, ranging from 20 per cent in Nashville to 86 per cent in Houston. Three cities in this group show a population of more than 100,000. The unusual per cent increase in the three Texas cities is an example of the swing of population toward the Southwest.
- (h) Some large Southern centers of Negro population have inadequate college facilities, while other centers have more institutions than are needed or can be expected to continue.

Some of the largest centers having inadequate college service include Birmingham with a Negro population of 99,077 and less than 100 in college; Memphis with 96,548 and approximately 200 in college; Dallas and Fort Worth, with a combined population of 60,976, have no college. When the adjacent territory is added to these centers, Birmingham, with a radius of fifty miles, becomes a center of 257,000; Memphis, with a radius of a hundred miles, has 660,000; Dallas and Fort Worth, with the same radius, have 220,000. These centers have high school facilities above the average and graduate a total of more than 1,000 students annually, many of whom would welcome the opportunity to live at home and attend an accredited college. The development of strong colleges in these centers would serve the largest number of students at a minimum cost.

- (i) The social and economic implications of these population shifts and resultant problems are of tremendous interest and significance but it is not possible to consider them further in this brief report.

Number and Size of Colleges:

There are 109 institutions reporting enrollment on the college level. These schools vary in size from less than 10 college students to a university enrolling 2,000. Many of the smaller colleges are primarily secondary schools. Of the total reporting, 44 enrolled less than 100 college students with an average of 45 each. The size of colleges varies considerably.

SIZE OF COLLEGES—PUBLIC AND PRIVATE

NUMBER STUDENTS	NUMBER OF COLLEGES		
	<i>Public</i>	<i>Private</i>	<i>Total</i>
500 or more.....	7	4	11
250 to 500.....	10	15	25
100 to 250.....	12	17	29
Less than 100.....	6	38	44
Total.....	35	74	109

INSTITUTIONS REPORTING COLLEGE ENROLLMENT
April 1932

<i>Institutions by States</i>	<i>No. Years College Work Offered</i>	<i>College Enroll- ment</i>	<i>Institutions by States</i>	<i>No. Years College Work Offered</i>	<i>College Enroll- ment</i>
ALABAMA			MARYLAND		
Talladega	4	221	Morgan	4	521
Tuskegee	4	576	Coppin Normal	2	107
Miles Memorial	4	91	St. Norm. Col. Youth*	2	111
State Teachers*	4	338	Princess Anne*	2	17
State A. & M.*	2	82			
Selma U.	4	26	MISSOURI		
ARKANSAS			Lincoln*	4	196
State A. M. & N.*	4	134	Stowe Teachers	4	599
Arkansas Baptist	4	51	Western	2	37
Shorter	4	25	MISSISSIPPI		
Philander Smith	4	111	Alcorn*	4	168
Dunbar Junior*	2	128	Tougaloo	4	96
FLORIDA			Jackson	4	56
Edward Waters	2	49	Rust	4	84
Bethune-Cookman	2	67	Mississippi Ind.	4	21
Florida N. & I.	2	77	Natchez	4	28
State A. & M.*	4	472	Southern Christian	2	19
GEORGIA			NORTH CAROLINA		
Atlanta	4**	69	Agri. & Tech.*	4	279
Morehouse	4	281	N. C. Col. for Negs.*	4	284
Spelman	4	211	Winston-Salem Tchrs.*	4	251
Central City	2	12	Elizabeth City St. N.*	2	181
Clark	4	347	Fayetteville St. N.*	2	284
Fort Valley H. & Ind.	2	47	Bennett	4	157
Georgia N. & A.*	2	48	Johnson C. Smith	4	245
Georgia St. Ind.*	4	137	Livingstone	4	215
Morris Brown	4	264	Shaw	4	262
Paine	4	154	St. Augustine's	4	179
State T. & Agri.*	2	63	Brick Junior	2	94
KENTUCKY			Kittrell	2	58
Kentucky St. Ind.*	4	272	Barber-Scotia	2	73
W. Kentucky Ind.*	2	103	OKLAHOMA		
Louisville Municipal*	4	185	Colored A. & N.*	4	533
Lincoln	2	37	SOUTH CAROLINA		
LOUISIANA			Allen	4	263
New Orleans	4	473	Benedict	4	242
Straight	4	125	Clafin	4	122
Xavier	4	192	Morris	2	120
Southern*	4	297	State A. & M.*	4	322
Louisiana N. & I.*	2	57	Bettis	2	32
Leland	4	98	Brewer Junior	2	8
Coleman	2	10	Friendship	2	28
			Voorhees N. & I.	2	26

*Public. **Plus Graduate Work.

INSTITUTIONS REPORTING COLLEGE ENROLLMENT—*Continued*
April 1932

<i>Institutions by States</i>	<i>No. Years College College Work Enroll- Offered ment</i>		<i>Institutions by States</i>	<i>No. Years College College Work Enroll- Offered ment</i>	
	TENNESSEE			VIRGINIA	
State A. & I.*	4	681	State*	4	568
Fisk	4**	447	Virginia Union	4	333
Knoxville	4	300	Hampton	4	889
Lane	4	263	Lynchburg Sem.	4	
LeMoyne	4	220	St. Paul N. & I.	2	81
Morristown N. & I.	2	37	WEST VIRGINIA		
Roger Williams	4	30	State*	4	621
Swift Memorial	2	28	Storer	2	51
TEXAS			Bluefield*	4	274
Prairie View St.*	4	661	DELAWARE		
Wiley	4	336	State*	2	52
Bishop	4	388	OHIO		
Texas	4	264	Wilberforce	4	553
Mary Allen Sem.	2	125	PENNSYLVANIA		
Samuel Huston	4	217	Lincoln	4	318
Paul Quinn	2	90	Cheyney Training*	3	183
Burler	2	71	WASHINGTON, D. C.		
Tillotson	4	155	Miner Teachers*	4	408
Jarvis Christian	2	38	Howard*	4	1573
Guadalupe	2	32			
Houston Municipal*	2	322			
St. Phillips Junior	2	64			

*Public.

**Plus Graduate Work.

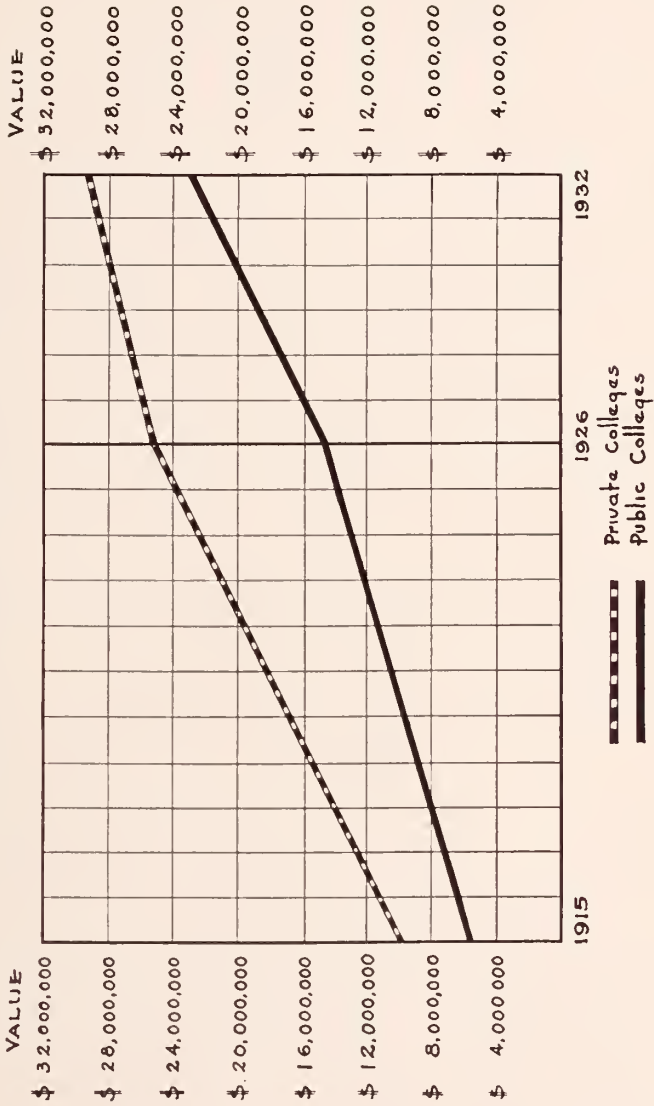
The College Plant and Equipment:

The amount and value of college plants has increased rapidly during the past seventeen years. The graph and table which follow show the value of land, buildings, and equipment in the private and public colleges over the period of 1915 to 1932.

VALUE OF LAND, BUILDINGS AND EQUIPMENT
NEGRO COLLEGES FOR PERIOD 1915 TO 1932

INSTITUTIONS	1915		1926		1932	
	<i>No.</i>	<i>Value</i>	<i>No.</i>	<i>Value</i>	<i>No.</i>	<i>Value</i>
Public	28	\$5,728,000	29	\$14,885,407	33	\$23,290,677
Private	—	9,992,000	70	25,562,923	59	29,578,901
Total	28	\$15,720,000	99	\$40,448,330	92	\$52,869,578

· VALUE OF LAND, BUILDINGS AND EQUIPMENT ·
 NEGRO COLLEGES - PERIOD 1915 TO 1932



Growth in the value of plant and equipment during this period has been most pronounced in the state-supported institutions, though the private colleges still represent a larger investment. This increase in funds going into plant and equipment of public-supported institutions is due to a combination of forces, including favorable public sentiment, increased demand, the wholesome influence of private colleges, and the stimulation through gifts by outside agencies. Public interest is being further expressed by establishment of municipally-supported colleges, notable examples of which are in Louisville, Kentucky, Little Rock, Arkansas, and Houston, Texas. Physical plants in general are ample to care for a substantial increase of college students. More attention and contribution should now go to other and more vital functions.

Debt on plant and equipment amounted to \$1,467,824, or approximately 3 per cent of the reported valuation.

College Enrollment:

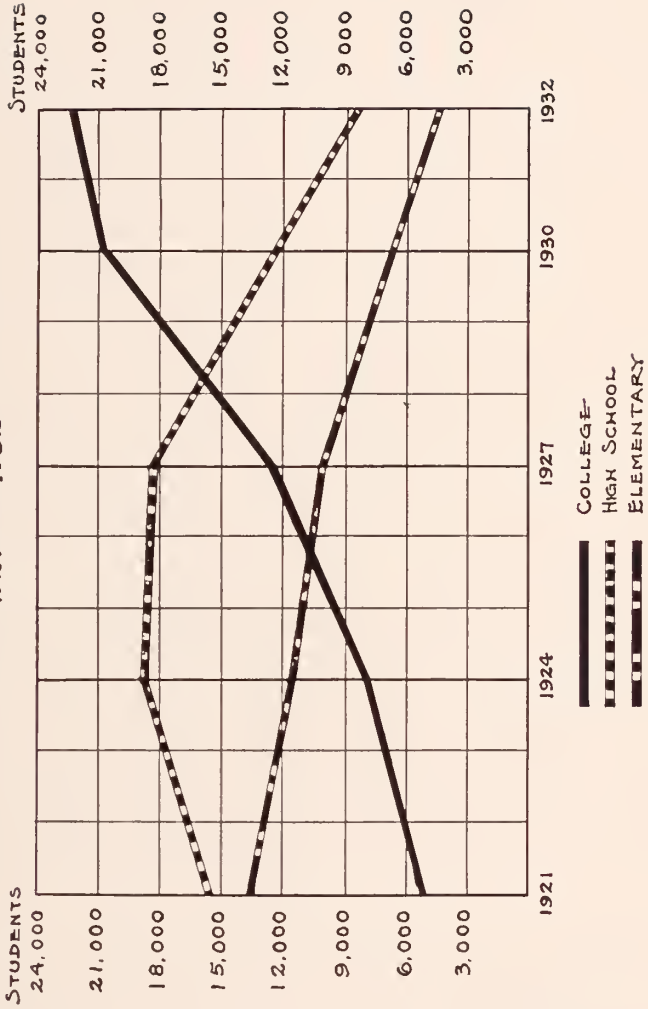
The graph and table below picture the trends in college enrollment from 1921 to 1932:

ENROLLMENT IN NEGRO COLLEGES

YEAR	Number of Institutions	College	High School	Elementary	Total
1921-22.....	70	5,231	15,361	13,692	34,284
1923-24.....	82	7,641	18,706	11,938	38,285
1926-27.....	99	13,197	18,387	10,325	41,909
1931-32.....	106	22,609	8,859	4,321	35,789

The graph and table show the rather outstanding fact that the total enrollment in the Negro colleges has been practically constant during the eleven-year period, ranging around 36,000, though the distribution of students on the college, high school, and elementary levels has been practically reversed. It will be noticed that there were only 5,000 college students in 1921-22, which was only 15 per cent of the total enrollment, as compared

• COLLEGE • ENROLLMENT • TRENDS •
1921 TO 1932



with 29,000 (85 per cent) in the high school and elementary departments. This distribution shows that the institutions were high schools first, elementary schools second, and colleges third. In 1931-32 there were 22,609 (60 per cent) college students, as compared with 13,180 (40 per cent) in the high school and elementary divisions. Public and private-supported schools shared this enrollment almost equally. There were 11,147 enrolled in public colleges and 11,462 in private colleges.

The following graph shows the distribution of 18,670 college students according to year and sex.

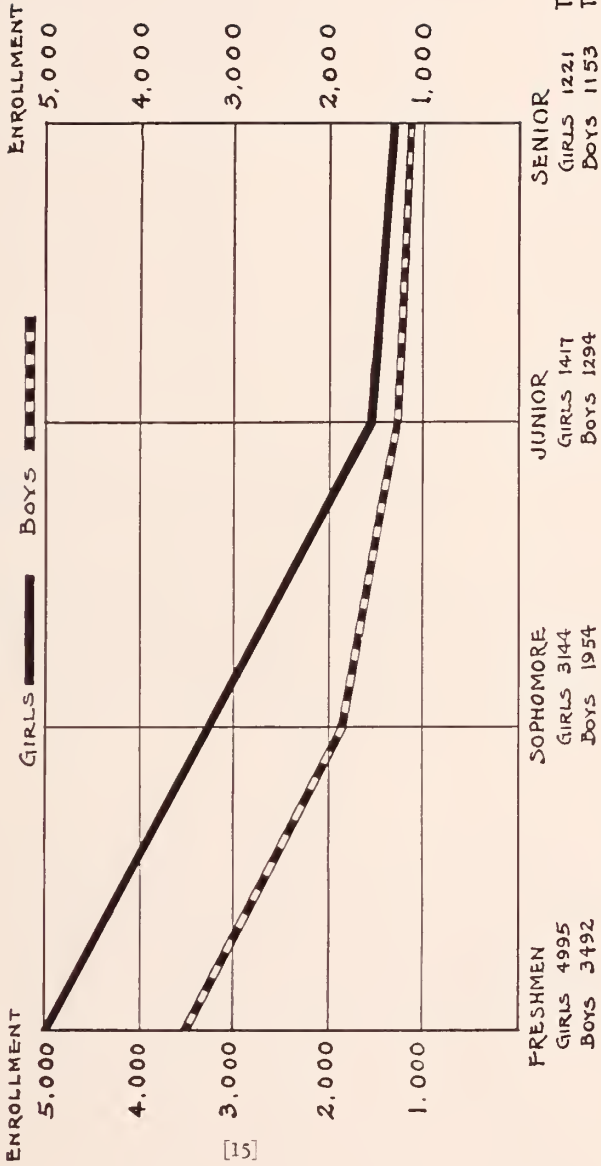
It is interesting to note that of approximately 8,500 freshmen 5,000 were girls. However, this large per cent of girls in the freshmen year is materially reduced by the junior year, due probably to the unusual number of girls taking two-year normal courses. A graph of the distribution of boys and girls in the elementary and high schools shows that slightly more boys than girls begin in the elementary grades, though the girls get in the lead after the second year and the margin increases through high school.

The enrollment graph shows that 5,776 (68 per cent) of the 8,487 freshmen have dropped out of school by the end of the second year, leaving only 5,085 students in the junior and senior college classes. This distribution of students indicates that a great many of the four-year colleges should limit their work to the first two years. Such a program would materially reduce the cost of higher education without seriously interfering with students who expect to complete the four-year course.

Graduates and Teachers' Certificates:

The following table compares the number of four-year and two-year college graduates and the number receiving teachers' certificates for the school years of 1930-31 and 1931-32.

· COLLEGE · ENROLLMENT · APRIL 1932



TOTAL GRADUATES AND NUMBER RECEIVING TEACHER CERTIFICATES
1930-31 and 1931-32

STATES	Number 4-Year College Graduates		Number 2-Year College Graduates		No. of Graduates Receiving Teacher Certificates	
	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32
Alabama	135	142	221	209	115	153
Arkansas	35	47	34	51	31	32
Florida	20	30	72	83	64	89
Georgia	159	154	78	73	167	135
Kentucky	16	37	88	60	103	86
Louisiana	95	116	36	48	80	97
Maryland	70	60	106	110	72	83
Missouri	50	31	13	14	45	14
Mississippi	82	97	35	50	85	109
North Carolina	262	240	296	261	491	419
Oklahoma	21	29	24	42	43	60
South Carolina	104	113	116	111	200	120
Tennessee	261	245	59	51	171	162
Texas	277	278	107	132	391	298
Virginia	200	253	79	98	227	278
West Virginia	73	127	39	48	90	144
Washington, D. C.	199	250				
Delaware			3	6	9	14
Pennsylvania	54	80				
Total	2,113	2,329	1,406	1,447	2,384	2,293

The table shows that 13 of the 18 states reporting graduated 216 more four-year college students in 1931-32 than during the previous year, and that junior colleges reported practically the same for both years. There was a slight reduction in the number of graduates receiving teachers' certificates in 1931-32.

Negro Population and College Attendance:

A comparison of total Negro population, the number of residents of each state attending college, and the number of residents for each student in college, is made in the following table. States are listed according to their rank in the number of residents for each student in college, as shown in the last column.

NEGRO POPULATION AND COLLEGE ATTENDANCE—1930

STATES	Total Negro Population 1930	Number Residents Attending College	Number Residents in Each State to Each College Student
West Virginia	114,893	732	157
Dist. of Columbia	132,068	725	183
Kentucky	226,040	796	284
Texas	854,964	2,791	309
Tennessee	477,646	1,453	329
Oklahoma	172,198	521	330
North Carolina	918,647	2,595	354
Maryland	276,379	740	373
Virginia	650,165	1,465	444
Florida	431,828	659	670
Missouri	223,840	326	687
South Carolina	793,681	1,089	729
Georgia	1,071,125	1,376	778
Alabama	944,834	1,189	794
Louisiana	776,326	894	868
Arkansas	478,463	465	1,029
Mississippi	1,009,718	734	1,366
Total	9,552,815	18,550	(Average) 515

The table shows a wide range in the number of residents in college from the different states, varying from one college student for each 157 residents of West Virginia to one for each 1,366 of Mississippi. The average for the 17 states listed is one student for each 515 residents. There is approximately one white student in college for each 100 white residents in this same group of states. In other words, only one-fifth as large per cent of Negroes as whites attend college.

College Enrollment, Public and Private:

The following table shows the enrollment of regular and special college students in public and private schools in 15 Southern states.

COMPARISON OF COLLEGE ENROLLMENT IN PUBLIC AND PRIVATE INSTITUTIONS. 1932.

STATES	REGULAR COLLEGE		SPECIAL COLLEGE		TOTAL COLLEGE		PER CENT OF ALL COLLEGE ENROLLMENT	
	Public	Private	Public	Private	Public	Private	Public	Private
	Alabama.....	386	915	34	9	420	924	31
Arkansas.....	255	181	7	6	262	187	58	42
Florida.....	472	179	3	11	475	190	71	29
Georgia.....	234	1,289	13	110	247	1,399	15	85
Kentucky.....	481	34	79	3	560	37	93	7
Louisiana.....	354	822		76	354	898	28	72
Maryland.....	111	504		135	111	639	11	89
Missouri.....	721	25	74	12	795	37	95	5
Mississippi.....	168	302		2	168	304	35	65
North Carolina.....	1,259	1,131	20	79	1,279	1,210	51	49
Oklahoma.....	523		10		533		100	
South Carolina.....	295	805	27	36	322	841	27	75
Tennessee.....	643	1,240	38	85	681	1,325	33	67
Texas.....	830	1,613	151	170	981	1,783	32	68
Virginia.....	562	1,078	6	151	568	1,229	32	68
Total.....	7,294	10,118	462	885	10,873	11,003	49.7	50.3

Church Preference of College Students:

Information regarding the church preference of 20,221 college students is given below:

CHURCH PREFERENCE OF COLLEGE STUDENTS
1931-32

Methodist Episcopal	3,239
Colored Methodist Episcopal	803
African Methodist Episcopal	2,607
African Methodist Episcopal Zion	505
Baptist	8,929
Congregational (A. M. A.)	401
Presbyterian	724
Episcopal	618
Christian	226
Catholic	618
Others	415
Non-Church	1,136
Total	20,221

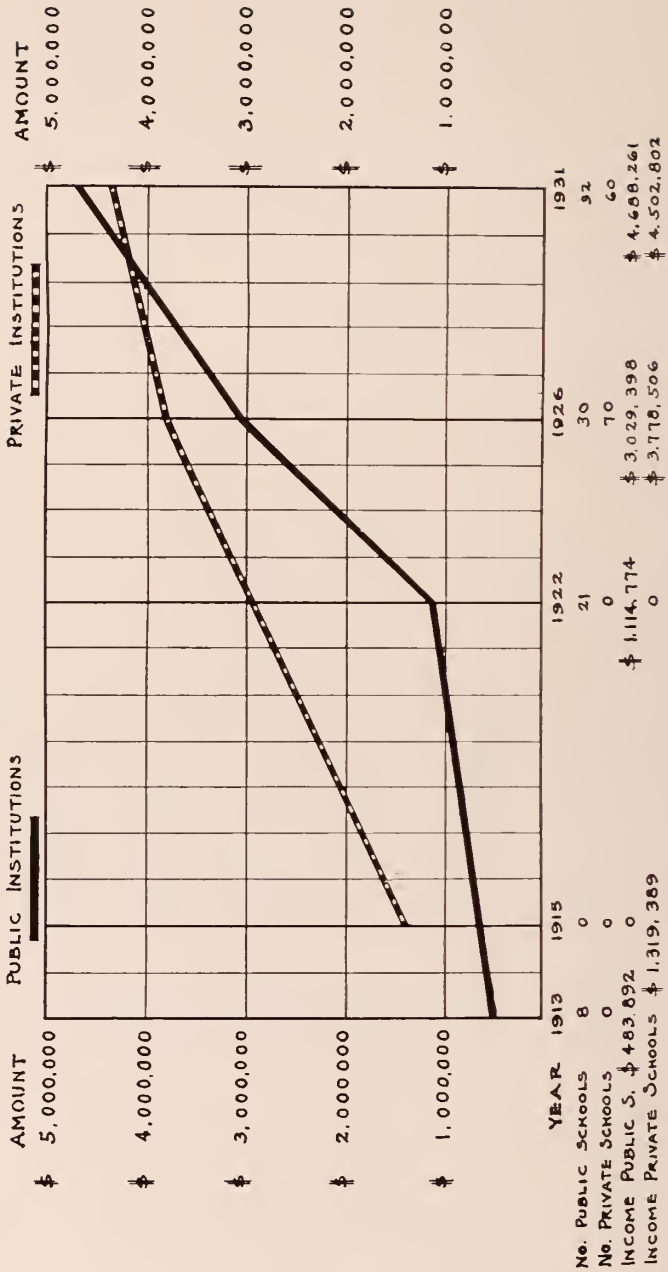
Support:

Considerable difficulty has been encountered in determining the sources and amounts of income for higher institutions over a period since 1912, as many institutions at that time were primarily high schools and it was impossible to determine what per cent of their budget went to college work. However, the report of the Phelps-Stokes Fund made by Thomas Jesse Jones and his associates in 1915 marked the beginning of more accurate records.

The following graph pictures the income of public and private colleges over the period of 1913 to 1931.

The steady increase of funds going into public and private colleges during this period is encouraging. It will be noted that private agencies contributed approximately three times as much for higher education at the beginning of the period as was contributed from public sources at that time. However, the public-supported institutions have made rapid strides during the past

• INCOME OF NEGRO COLLEGES • • 1913 TO 1931 •



Year	1913	1922	1926	1931
No. Public Schools	8	21	30	32
No. Private Schools	0	0	70	60
Income Public Schools	\$ 1,319,389	\$ 1,114,774	\$ 3,029,398	\$ 4,608,261
Income Private Schools	\$ 0	\$ 0	\$ 3,770,506	\$ 4,502,802

ten years and have now reached the point where their total support has gone beyond the amount received by private colleges. This rapid increase was due largely to an awakening public conscience and to the liberal assistance given by the educational foundations. The sources and amount of income for 68 private and 33 public-supported colleges in 1931 were as follows:

SUMMARY OF INCOME FOR HIGHER EDUCATION. 1931

	<i>Number Colleges Reported</i>	<i>Church Sources</i>	<i>Public Sources</i>	<i>All Other Sources</i>	<i>Total Income</i>	<i>Average Income</i>
Private and Denom. Colleges	68	\$1,200,242	\$ 77,121*	\$3,353,140	\$4,629,503	\$ 68,080
Public Colleges . . .	33		3,565,473	1,122,788	4,688,261	142,060
Total	101	\$1,200,242	\$3,642,594	\$4,474,928	\$9,317,764	\$92,245 (Avg.)

*Twelve denominational and private colleges received some public funds.

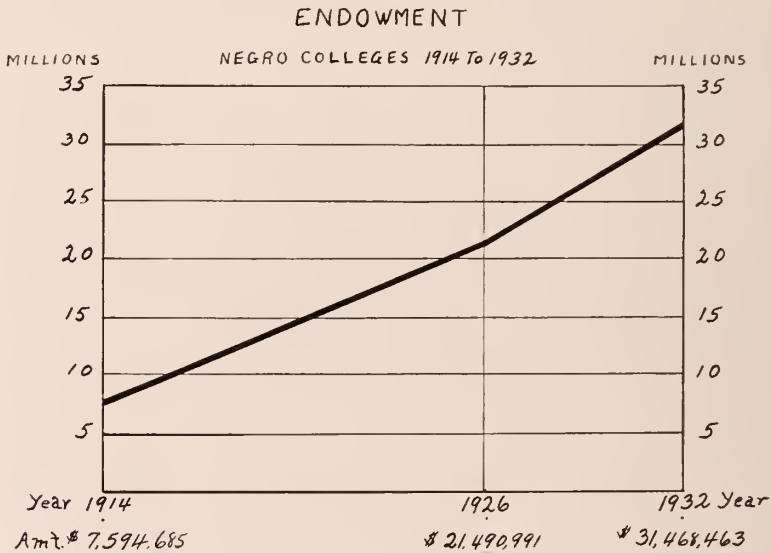
The rapid increase in the amount of funds being spent for higher education is revealed by these figures. It is remarkable that the public has been stimulated to the point of spending more for the 33 institutions supported from public funds than is expended by the 68 private and denominational colleges.

The lack of financial support and security constitutes the outstanding problem of the private colleges, many of which are experiencing great difficulty in supporting an adequate program manned by a sufficiently-trained personnel. This is evidenced by the fact that the total debts of the colleges at the end of the 1931-32 session amounted to \$2,878,615, distributed as follows:

	<i>Public Institutions</i>	<i>Private and Denominational Institutions</i>	<i>Total</i>
Debt on Plant and Equipment	\$ 759,504	\$ 730,827	\$1,490,331
Amount Owed Teachers	42,109	206,214	248,323
Debt for All Other Purposes	267,464	497,153	764,617
Deficits End of 1932 Session	76,000	299,344	375,344
Total Debt, All Purposes	\$1,145,077	\$1,733,538	\$2,878,615
Debt Per College Student Enrolled	102	151	123

Endowment:

The slow but steady growth of college endowment is one of the most hopeful signs toward adequate support. In 1914-15, 25 colleges reported a total of \$7,594,685. In 1932, 35 reported a total of \$31,468,463. The necessity of determining worth-while institutions and helping them to raise adequate endowment is a problem faced by all individuals and organizations supporting private colleges.



The Small College:

Another major problem of higher education is that of the small college. Much of the highest quality of college work has been and is being done by the small independent college which has had wise leadership and a reasonable income. This type of college has succeeded because it has placed the emphasis on quality of work instead of enrollment and buildings. Such colleges will continue to live and serve along with the larger and stronger public and private institutions which are developing.

On the other hand there are entirely too many small anemic institutions suffering from lack of support, lack of vision, denominational prejudice, etc. Among these there are institutions which have called themselves colleges and universities for forty or fifty years, not now able to report 50 college students. Denominations and boards of control are struggling to maintain many of these schools, and are expending funds out of proportion to the quality of work offered or number of students served. They are not necessarily poor because they are small but too often they are small because they are poor.

There are 44 of these small colleges having a total enrollment of only 2,007 regular college students, or an average of 45 to the school. If these institutions were of the size of the average public college, only six would be required to take care of the entire college enrollment, thus doing away with 38 institutions. Of course, such an arbitrary method could not be employed, but the best interest of the students and the supporting organizations require that something be done.

The 34 denominational schools had an income from church sources of only \$433,377, or an average of \$12,746 per school. The total income of these colleges was \$977,972, or an average of \$26,432, which is too low to give any hope of maintaining creditable schools, and yet the cost per student each year in many of these schools is above the cost in some of the best colleges and universities.

The \$163,281 owed teachers, along with other debts, in these small colleges, is sufficient to discourage or drive away many of the most able instructors and to kill the spirit and energy of the institutions. These conditions also mean the loss of support, credit and scholastic standing.

It is evident that many of the small colleges are operating at an economic and educational loss. The growth of other colleges more strategically located and better managed has sapped their strength and made

them unnecessary. There are simply more institutions of this type than are needed or can expect to live and serve on a plane worthy of the church.

The future of these small, struggling colleges is one of the serious problems connected with higher education. Most of them have personal and denominational ties which are of long standing and will be difficult to alter. However, when we consider that the purpose back of them is to develop character and leadership for the church and the race, it seems that farsighted church leaders would realize these purposes could be attained much better and at equal or less cost, by maintaining fewer but better institutions. A study of the distribution of Negro population and the location of the various colleges shows readily that a great many of the institutions were established and built around individuals and not necessarily related to the number of people to be served or natural centers of population. This is one explanation of the large number of small institutions even though a great many of them have been in existence for many years.

The problem of the number of colleges needed and those which can justify continued support, calls for further study.

Outstanding College Centers:

Where there has been a happy combination of leadership, support and location, outstanding institutions have resulted.

- (a) Howard University receives liberal contributions from Congress, enrolls more than two thousand students, and is manned by a capable staff.
- (b) Fisk University and Meharry Medical College represent independent institutions sufficiently endowed, staffed, and conveniently located to carry on a complete university program. The State College located in the same city gives Nashville the second largest group of college students.
- (c) The youthful but vigorous Atlanta University represents one of the most promising centers in the South. The excel-

lent plant which is rapidly developing, the happy affiliation of Spelman and Morehouse, the capable leadership, the strategic location of Atlanta, and other important influences bid fair to make it one of the outstanding developments in higher education.

- (d) Hampton and Tuskegee represent institutions of special significance to the whole field of Negro education, affecting as no other institutions the rural life and economic status of the mass of the population. To them belongs a great deal of credit for the development of state-supported schools, all of which have been modeled after them. The level and type of work offered in these institutions have been judiciously advanced as the demand from the states justified.
- (e) Dillard University, another school of eventual university rank, is being planned and developed in New Orleans. The plans call for a distinctive type of service, and will be followed with a great deal of interest on the part of those concerned.

THE SOUTHERN ASSOCIATION AND THE NEGRO COLLEGES

The Southern Association of Colleges and Secondary Schools began the inspection and rating of Negro schools in the fall of 1930. This action was taken at the request of a number of institutions and after extended consideration. A committee of three, consisting of the vice-president of an outstanding liberal arts college, the superintendent of a city school system, and a state director of education was appointed to review applications and make recommendations to the Executive Committee of the Association. The committee, with approval of the Association, employs an executive agent to visit the institutions and bring information and recommendations to their attention. The committee considers its function to be that of study and cultivation of all colleges having potential value, and recommending for rating schools having met the standards of the Association. The committee is concerned primarily in the quality and adequacy of work done and interprets these as being the purpose of the standards. Institutions are measured and rated according to the same standards

used for white schools. Thus colleges receiving the "A" rating have met the same standards as the full member white colleges. Colleges receiving the "B" rating do not meet in full one or more of the standards but the general quality of their work is such as to warrant admission of their graduates to institutions requiring a bachelor's degree for entrance. This class corresponds in some measure to the "non-member" white college.

At the regular meeting of the Association in 1930, one four-year college was given the "A" rating and six four-year colleges were given the "B" rating. At the meeting a year later two four-year colleges were given the "A" rating and 19 were given the "B" rating, one junior college was given the "A" rating and three the "B" rating, a total of 25 institutions. At the annual meeting December 1, 1932, six four-year colleges were rated as "A" class schools and 22 were rated as "B" class, while the number and rating of junior colleges remained the same, giving a total of 32 rated institutions to date, as follows:

<i>Standard Four-Year Colleges—Class "A"</i>	<i>Number College Students</i>
Alabama—Talladega College, Talladega	212
Georgia—Atlanta University, Atlanta	69
Morehouse College, Atlanta	246
Spelman College, Atlanta	207
Tennessee—Fisk University, Nashville	411
Virginia—Hampton Institute, Hampton	704
Total	1,849

Standard Four-Year Colleges—Class "B"

Florida—Florida A. & M. College, Tallahassee	263
Georgia—Clark University, Atlanta	315
Paine College, Augusta	110
Kentucky—Kentucky State Industrial College, Frankfort	283
Louisville Municipal College, Louisville	136
Louisiana—Xavier University, New Orleans	164
Southern University, Baton Rouge	241
Mississippi—Tougaloo College, Tougaloo	94
North Carolina—Bennett College, Greensboro	157
Johnson C. Smith University, Charlotte	244
Livingstone College, Salisbury	184
North Carolina College for Negroes, Durham	286
North Carolina A. & T. College, Greensboro	262

South Carolina—State A. & M. College, Orangeburg	297
Tennessee—Knoxville College, Knoxville	296
LeMoynes College, Memphis	232
Texas—Bishop College, Marshall	321
Prairie View State N. & I. College, Prairie View	614
Wiley College, Marshall	313
Virginia—Virginia State College, Petersburg	465
Virginia Union University, Richmond	321
Total	5,598

Standard Four-Year Teachers' College—Class "B"

Alabama—Tuskegee Normal and Industrial Institute, Tuskegee	566
Total Four-Year Colleges	8,013

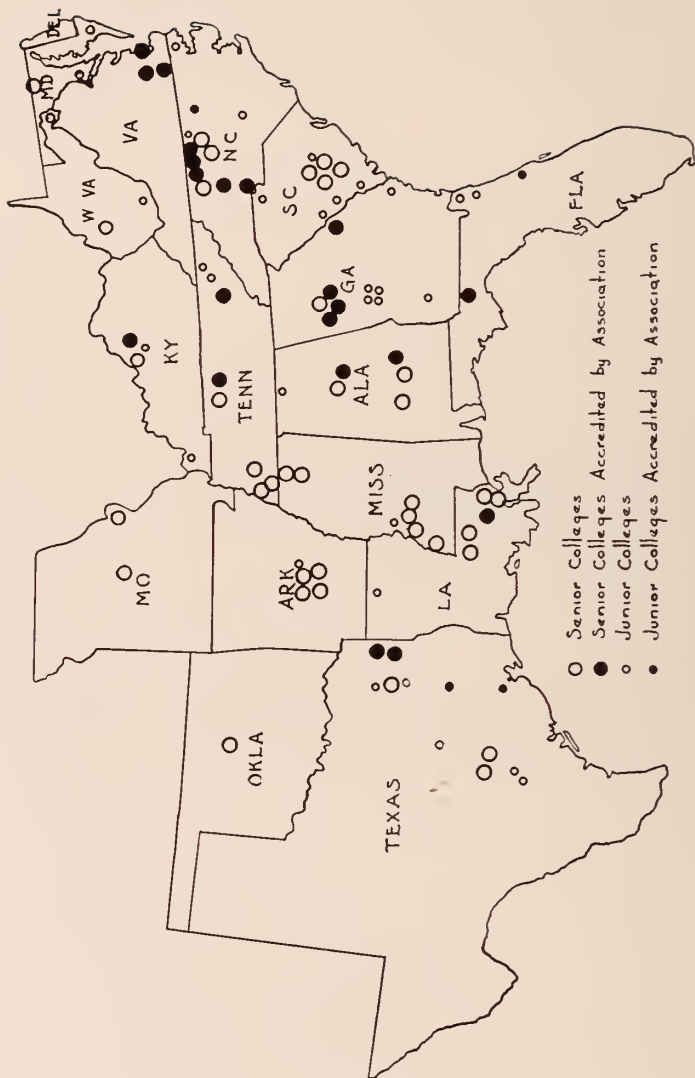
Standard Two-Year Junior College—Class "A"

Texas—Mary Allen Seminary, Crockett	186
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Standard Two-Year Junior Colleges—Class "B"

Florida—Bethune Cookman College, Daytona Beach	60
North Carolina—Joseph K. Brick Junior College, Bricks	79
Texas—Houston Municipal Junior College for Negroes, Houston	227
Total	366
Total Two-Year Colleges	552

The following map shows the types and approximate location of the colleges. Those represented by the solid circles have been rated by the Association.



A number of interesting facts have been gathered from the reports of the institutions rated by the Association in 1932.

Enrollment:

The 32 colleges rated to date have a total enrollment of 8,565. Comparing this with the total students enrolled in all colleges shown earlier in the report we see that this represents 37 per cent of the total enrollment, distributed as follows:

	"A" Colleges	"B" Colleges	Junior Colleges	Total
Freshmen	632	2,751	363	3,746
Sophomore	432	1,521	189	2,142
Junior	365	1,026		1,391
Senior	351	866		1,217
Total	1,780*	6,184	552	8,496*

*Does not include 69 graduate students at Atlanta University and 21 at Fisk University.

Number of Graduates:

During the past four years the 28 four-year colleges rated have graduated 4,371 students, and the four junior colleges have graduated 269. A distribution of the graduates according to college classes and degrees follows:

	"A" Colleges	"B" Colleges	Junior Colleges		Total
			"A"	"B"	
B. A. Degrees	851	1,383			2,234
B. S. Degrees	374	1,689			2,063
M. A. Degrees	8	0			8
Other Degrees	13	53			66
Total	1,246	3,125			4,371
Junior College Graduates Past Three Years			42	227	269

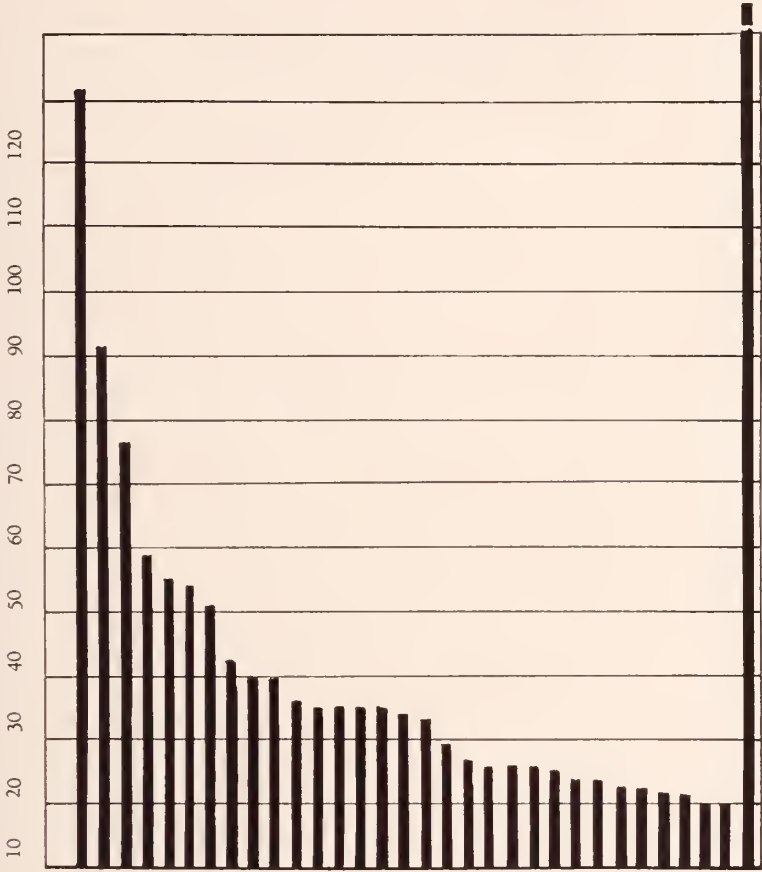
Training of Faculties:

The training of 764 faculty members in the various schools was as follows:

	"A" Colleges	"B" Colleges	Junior Colleges		Total
			"A"	"B"	
Ph. D. Degrees	20	9			29
M. A. Degrees	95	273	4	11	383
B. S. or B. A. Degrees	73	167	6	22	268
Other Degrees, Certif., etc.	32	46	1	5	84
Total	220	495	11	38	764

Institutions where faculty members have received their academic and professional training include many of the best colleges and universities of the country. The following graph and table show institutions and number of faculty members attending on the various academic levels indicated.

WHERE FACULTIES OF NEGRO COLLEGES WERE TRAINED
 (From Reports of Colleges Rated by Southern Association, 1932.)



Total 1,292

WHERE FACULTIES OF NEGRO COLLEGES WERE TRAINED
(Report from Colleges Rated by Southern Association, 1932)

INSTITUTIONS	For Less Than Degree	Bachelor's Degrees	Master's Degrees	Ph. D. Degrees	Other Degrees	Other Graduate Work	Total Having Attended
Columbia University	1	15	76	4	0	25	121
Chicago University	0	4	31	4	4	38	81
Howard University	0	48	12	0	5	1	66
Iowa University	1	19	20	0	0	8	48
Michigan University	1	11	21	1	1	10	45
Fisk University	0	38	6	0	0	0	44
Oberlin	3	29	8	0	1	0	41
Cornell University	0	2	25	1	1	3	32
Hampton Institute	5	23	0	0	0	2	30
Harvard University	1	8	17	0	3	0	29
Virginia Union	0	24	0	1	1	0	26
Atlanta University	2	22	0	0	1	0	25
Boston University	1	7	7	1	7	2	25
Northwestern	1	2	16	1	2	3	25
Ohio State	0	6	14	1	0	4	25
Wisconsin	1	4	7	1	2	9	24
Morehouse	0	21	1	0	1	0	23
Kansas University	2	13	2	0	0	2	19
Pittsburg University	0	7	5	0	0	5	17
Lincoln University	0	12	2	1	1	0	16
New York University	0	2	6	1	6	1	16
Tuskegee Institute	8	7	0	0	1	0	16
Indiana University	0	9	1	0	1	4	15
Illinois University	1	2	2	2	0	2	14
Minnesota University	0	8	7	0	0	4	14
Cincinnati University	0	6	6	0	0	1	13
Talladega College	1	12	0	0	0	0	13
Western Reserve	0	4	6	0	1	1	12
Yale	0	4	2	2	0	4	12
Syracuse	0	8	1	0	0	1	10
S. C. State College	0	9	0	0	1	0	10
81 Other Colleges	20	247	63	6	31	18	385
Total	49	633	364	27	71	148	1,292

Income:

The total income of the 32 colleges was \$4,614,776.18 distributed as follows:

	<i>"A"</i> Colleges	<i>"B"</i> Colleges	<i>Junior</i> Colleges	<i>Total</i>
Endowment	\$ 784,011.10	\$ 544,334.59	\$ 59,764.00	\$ 1,380,109.69
Tuition and Fees	220,029.67	468,248.89	33,033.18	721,311.74
Other Sources	630,094.84	1,797,648.80	85,611.11	2,513,354.75
Total	\$ 1,634,135.61	\$ 2,810,232.28	\$ 170,408.29	\$ 4,614,776.18

Educational Expenditures:

The educational expenditures, including teachers' salaries, library and laboratories, amounted to \$1,817,036.85, distributed as follows:

	<i>"A"</i> Colleges	<i>"B"</i> Colleges	<i>Junior</i> Colleges	<i>Total</i>
Teachers' Salaries	\$ 553,669.84	\$ 937,924.75	\$ 56,926.80	\$ 1,548,521.19
Library	77,683.69	85,960.68	7,782.01	171,426.36
Laboratories	29,493.90	61,360.27	6,235.12	97,089.28
Total	\$ 660,847.43	\$ 1,085,245.69	\$ 70,943.73	\$ 1,817,036.85

Endowment:

It has been pointed out earlier in this report that there are 35 colleges having a total endowment of \$31,458,463. The 19 institutions of the group which have been rated by the Association have \$29,467,841.96 of this amount. The six four-year Class "A" colleges have \$17,264,889.42; the 22 Class "B" colleges have \$11,427,402.54, and the four junior colleges have \$775,550.

Debt:

The total debt of the rated schools was \$492,776.62, the four-year "A" colleges having \$13,625, the "B" colleges \$469,359.07, the junior colleges \$9,792.55.

Faculty Rank, Salaries, and Teaching Load:

The following table gives the number, median salary, and median teaching load of faculty members according to rank. Part-time and irregular members have not been included. Faculties which have not been ranked are listed under instructors.

RANKING OF FACULTY, MEDIAN SALARIES AND TEACHING LOAD IN 26 FOUR-YEAR COLLEGES
Rated by the Southern Association, 1932

College	PROFESSORS		ASSOCIATE PROFESSORS		ASSISTANT PROFESSORS		INSTRUCTORS		
	No.	Salary	Tchng. Hrs. Per Week	No.	Salary	Tchng. Hrs. Per Week	No.	Salary	Tchng. Hrs. Per Week
1.	14	\$2,900	15	2	\$2,450	10	7	\$1,900	15
2.	25	3,000	12	0	0	0	16	2,000	15
3.	0	0	0	0	0	0	0	0	90**
4.	13	4,000	15	4	2,800	15	12	2,500	15
5.	8	2,200	14	7	1,200	15	5	1,350	5
6.	14	1,560	8	0	0	0	0	0	810
7.	8	1,800	12	5	1,450	12	0	0	0
8.	9	2,062	14	4	1,650	15	1	1,455	3
9.	2	*	*	0	0	0	0	0	0
10.	14	*	14	0	0	0	0	0	0
11.	8	3,000	15	3	2,400	15	1	2,000	15
12.	0	0	0	0	0	0	10	1,900	10
13.	8	1,600	18	0	0	0	0	0	0
14.	5	2,500	12	6	2,300	15	5	2,200	15
15.	9	1,800	15	3	1,350	15	0	0	0
16.	11	1,800	15	2	1,620	17½	0	0	2
17.	9	2,400	16	3	2,000	16	3	2,000	16
18.	23	1,600	14	6	1,400	10	0	0	5
19.	10	2,150	15	0	0	0	0	0	6
20.	4	2,110	16	5	1,880	18	2	1,600	14
21.	8	2,075	15	10	1,680	15	0	0	3
22.	11	2,500	9	17	2,100	12	9	1,580	13
23.	12	1,890	15	4	2,200	15	0	0	3
24.	12	2,400	12	7	1,800	15	4	1,800	15
25.	7	2,160	15	12	1,643	0	0	0	0
26.	18	2,100	14	0	0	0	0	0	54
	262	2,150	15	100	1,880	15	78	1,900	15
									255
									1,455
									13

* Insufficient data.

** Faculty not ranked.

The table shows that the median of the median salary of the 262 professors was \$2150. The median salaries of professors varied from \$1600 in school No. 13 to \$4,000 in school No. 4. The median salary of the 100 associate professors was \$1880 and varied from \$1200 to \$2800. The median salary of the 78 assistant professors was \$1900 and varied from \$1350 to \$2500. (The fact that the median here is larger than for the associate professors is due to the concentration of this ranking in the larger institutions.) The median salary of the 255 instructors was \$1455, varying from \$675 to \$2400. The median teaching load was 15 hours a week for professors, associate and assistant professors, and 13 for instructors. The median load varied from 5 to 18 hours a week.

Libraries and Laboratories:

A marked improvement in libraries and library service is apparent, due to the influence of library schools and better trained librarians, and to increased book funds.

The number of students enrolling in science classes is growing rapidly, calling for increased equipment and expenditures.

The following tabulation shows detailed expenditures for books and periodicals, and for laboratory supplies other than permanent equipment.

EXPENDITURES FOR BOOKS AND PERIODICALS. ENROLLMENT IN SCIENCE
CLASSES AND EXPENDITURES FOR LABORATORY SUPPLIES. 1932

CLASS "A" COLLEGES:	AMOUNT SPENT FOR BOOKS AND PERIODICALS		AMOUNT SPENT FOR LABORATORY SUPPLIES OTHER THAN PERMANENT EQUIPMENT		
	Total	Per Regular College Student	No. Science Students	Total	Per Science Student
Talladega College.....	\$ 5,000.00	\$23.58	142	\$ 2,900.00	\$20.42
Atlanta University Morehouse..... } Spelman..... }	4,000.00	7.66	352	2,822.82	8.01
Fisk University.....	10,251.43	24.94	304	5,050.00	16.61
Hampton Institute.....	3,234.94	4.59	920	2,775.00	3.01
Total "A" Colleges.....	\$ 22,486.37	\$12.16 (Avg.)	1,718	\$ 13,547.82	\$7.88 (Avg.)
CLASS "B" COLLEGES:					
Florida A. & M.....	\$ 3,000.00	\$11.40	171	\$ 3,500.00	\$20.46
Clark University.....	500.00	1.58	249	1,500.00	6.42
Paine College.....	2,125.00	19.31	137	1,050.00	7.66
Kentucky St. Ind. College.....	500.00	1.76	168	500.00	2.97
Louisville Municipal.....	3,521.80	25.89	121	1,500.00	12.39
Xavier University.....	553.31	3.37	169	926.40	5.48
Southern University.....	5,000.00	20.74	196	1,140.00	5.81
Tougaloo College.....	1,100.00	11.70	71	400.00	5.63
Bennett College.....	1,656.96	10.56	94	880.00	9.46
Johnson C. Smith.....	3,000.00	12.29	199	3,200.00	16.08
Livingstone College.....	1,300.00	5.11	184	1,400.00	7.60
N. C. College for Negroes.....	800.00	2.76	139	1,200.00	8.62
A. & T. College.....	3,700.00	14.12	215	945.53	4.39
S. C. State A. & M.....	2,805.51	9.44	232	1,573.05	6.78
Knoxville College.....	473.60	1.60	111	665.52	5.99
LeMoyne College.....	580.00	2.50	50	999.00	19.98
Bishop College.....	2,650.00	8.25	145	682.00	4.70
Prairie View St. College.....	3,000.00	4.88	313	1,384.85	4.42
Wiley College.....	1,500.00	4.79	114	1,100.00	9.65
Virginia State College.....	2,737.11	5.88	287	1,600.00	5.57
Virginia Union.....	1,354.22	4.21	179	886.42	4.95
Tuskegee Institute.....	3,698.00	6.53	305	2,280.00	7.41
Total "B" Colleges.....	\$ 45,555.51	\$7.30 (Avg.)	3,849	\$ 29,312.77	\$7.61 (Avg.)
JUNIOR COLLEGES:					
Mary Allen Seminary.....	\$ 350.00	\$ 1.88	114	\$ 501.50	\$4.39
Bethune-Cookman College.....	700.00	11.66	73	400.00	5.47
Brick Junior College.....	116.06	1.47	73	545.93	7.47
Houston Municipal College.....	732.00	3.22	200	816.20	11.31
Total Junior Colleges.....	\$ 1,898.06	\$3.44 (Avg.)	460	\$ 2,263.63	\$4.92 (Avg.)
Total All Rated Colleges.....	\$ 69,939.94	\$8.10 (Avg.)	6,027	\$ 45,124.22	\$7.49 (Avg.)

A total of \$69,939.94 was spent for books and periodicals during the year. The "A" colleges spent an average of \$12.16 for books and periodicals per student enrolled. The "B" colleges spent \$7.30, and the junior colleges \$3.44. There were 417,651 volumes in the libraries of the rated colleges. The four-year "A" colleges had 149,353; the four-year "B" colleges had 251,423, and the junior colleges had 16,875.

A total of \$45,124.22 was spent for laboratory supplies. The "A" colleges spent \$13,547.82, or an average of \$7.88 per science student. The "B" colleges spent \$29,312.77, or \$7.61 per science student. The junior colleges spent \$2,263.63, which was \$4.92 per science student.

NOTES ON THE COLLEGES APPLYING FOR RATING

A great many colleges do not consider seriously the records of entering students. In too many cases students are allowed to register and pursue regular courses without having satisfied these requirements. This is particularly true in regard to transcripts of high school records.

Most colleges meet the requirements regarding the number of hours of credit required for graduation.

The conferring of a multiplicity of degrees has been discontinued in practically all institutions.

The number of college departments is usually up to standard, though in many cases the head of the department lacks training and rank.

The training of many faculty members is below the requirements and often represents a lack of concentration in the subjects taught.

The average salary paid members of faculties is usually below the level fixed by the standard. However, many institutions are revising budgets to include larger amounts for instructional purposes.

The number of classroom hours for teachers has been fairly well balanced in most institutions. However,

there are more instructors having fewer than sixteen hours per week than there are exceeding this number.

In view of the fact that there is a more liberal attitude taken toward the size of classes, there are only a few institutions where class size is serious.

The support of most of the colleges is inadequate to supply the necessary equipment and to pay proper salaries to a well-trained staff. The general lack of endowment in private colleges is apparent.

There is a wide variation in the amount and quality of library service, some colleges having small but effectively operated libraries while others have ample volumes but poor service. It is encouraging to find that more college administrators and instructors are considering the library as the academic heart of the institution.

There is a decided growth in the popularity of the sciences with particular reference to biology and chemistry. Some colleges were prepared for this shift of interest, while others have failed to equip or give the science departments a maintenance budget comparable with the number of students enrolled.

It has been stated earlier in this report that there are 25 colleges that do not have preparatory schools connected. Other colleges are dropping the preparatory department or separating it from the college in accordance with the requirements of the Association, and the development of public high schools.

Improvement in material equipment, construction of buildings, lighting, heating, sanitation, etc., has been effected in many of the colleges, though some have failed to give these practical matters the attention they deserve.

LOOKING FORWARD

Considering the studying and planning being done by state officials, church leaders, and private agencies supporting higher education, combined with the necessity for rigid economy, one concludes that the number of four-year colleges will be materially reduced within the

next ten years. The fact that only 5,085, or 22 per cent, of the present college students are in the junior and senior years, indicates that many four-year colleges should decide to become junior colleges in order to offer work of higher quality and standard. False pride and ambition to be big must give way to this more practical policy, or many small colleges will find themselves without enrollment or support.

A great many of these small four-year colleges could well afford to reorganize their work to include the last two years of high school and the first two years of college, liberalizing the offerings and fitting them more closely to the needs of students, including training for rural and elementary teaching.

The more adequately supported colleges will continue to offer the four-year curriculum to an increasing number of students, including those training for teaching and supervisory work.

The university will probably center its interest on a program of advanced training for more highly selected students, training them for leadership in special fields. Enrollment will eventually be limited to students who have completed two years of college and proved their ability to do advanced work.

The annual increase in the number of college students during the past ten years has been at the rate of about 1500. If this growth continues and other factors remain more or less constant we may expect approximately 40,000 college students by 1940. However, the question of who should go to college, and the problems connected with selection, guidance and placement of students and graduates, are just beginning to receive serious consideration, and the result on future enrollment is problematical. It is to be hoped that administrators and faculty members will give more attention to these matters in the future. The study of Negro college graduates being made under the direction of Dr. Charles S. Johnson, of Fisk University, will have an important bearing on these problems.

In the future college administrators will give increased attention to building up faculties of superior ability, training and accomplishment; the improvement of library and laboratory facilities; selection, classification and guidance of students; and to business methods regarding budgets, records, and audits in keeping with best practice.

An increasing number of faculty members and advanced students are getting away from stereotyped procedure to devote more time to special problems and projects of interest and importance. This searching or laboratory approach captures the interest of the best student and introduces him to the possibility of educating himself. Once he has reached this conclusion, his education is assured. Graduate schools having developed this procedure should have sufficient scholarship funds to enable them to select and aid some of the most promising college graduates each year.



